Paper 1: Question 1

Directed Response:

1a: Directed writing – 10 marks
1b: comparative analysis – 15 marks

1a - Directed writing

You are asked to use the material (content) of the given text to produce your own, in a different genre

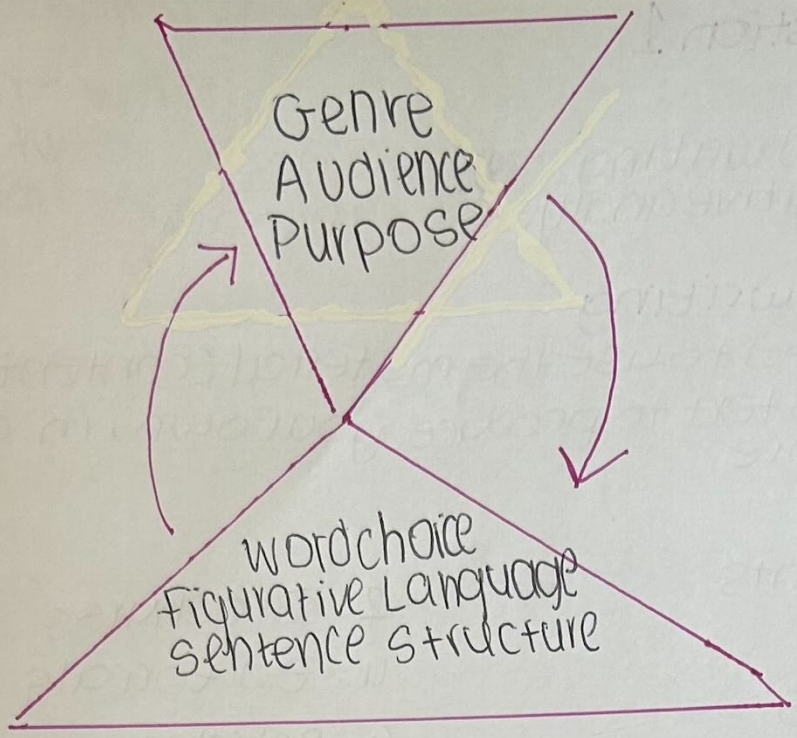
Text Types:

1. Advertisements
2. Brochures
3. Leaflets
4. Editorials
5. News stories
6. Articles
7. Reviews
8. Blogs
9. Investigative Journalism
10. Letters
11. Podcasts
12. (Auto)biographies
13. Travel writing
14. Diaries
15. Essays
16. Scripted speech
17. Narrative writing
18. Descriptive writing

Need to demonstrate awareness of:

- **original Material** — what points from original text you will use
- **Text Type** — what format you're writing in
- **Audience** — who you're writing for
- **Purpose** — why you're writing

comparative analysis - 16



Process:

1. Read the given text and highlight key content points you will use in your text
2. Focusing on audience, purpose, & form
   - write a short plan

Creating text

- Write 150 - 200 words
- DO PAFTRO of 1A - know your aim

Think about:

- who am I writing this text for?
- what is the text going to be about?
- what sort of relationship will I need to establish with the audience?
- what sort of attitudes and values will be conveyed through my text, explicitly & implicitly?

comparative analysis - 16

commenting on form, structure, language

Form - what is this text? format.
Text types can tell you writers intentions, characters or key themes.
only need to spend a sentence on form + genre

Structure - How the plot is ordered (fiction) or how the text is ordered (non fiction) and put together for the reader

Language - The words a writer uses and the impact they have.
what words does the writer use? why? How do they use them? what effect does this have? Are any literary devices used?

Features of a good comparative response

1. Provide a succinct overview of both pieces of writing. - having a sense of the overall tone, approach and style of the two texts.

2. comment on different forms and styles of both passages.
Identify particular differences & express those differing qualities clearly & analytically

3. Explain the effects of different linguistic and structural features - explain how they affect the tone and purpose of text, or particular impact on reader

4. Refer precisely to evidence or quotation from each text - select relevant words, phrases or references to longer 'chunks' to support points made

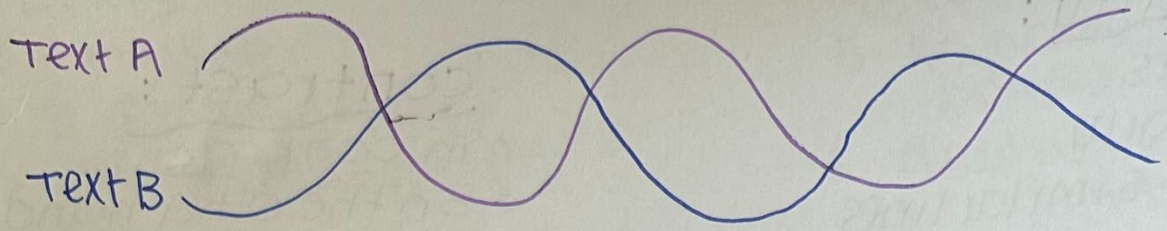
What to compare and comment on

- conventions of each text - how it impacts genre
- compare the purpose of each text, and how it impacts the audience
- compare narrative / writers insight / writers thoughts
- comment on register - how it impacts the audience
- comment on structure - paragraphs, lengths, sentences
- comment and compare language features
- comment and compare tone / attitude

Paragraph order

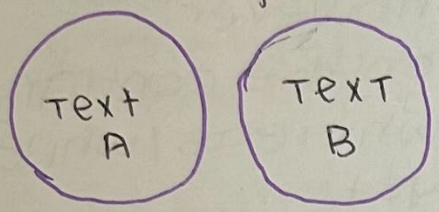
1. sums up overall focus of both articles - perhaps suggesting the key ways in which they are similar / different
2. Deals with the use of conventions: those from a 'text type' - as shown in the text
3. explores the form and structure of both texts and how they operate in each
4. explores use of language: lexis or phrases to indicate point of views / perspectives in texts
5. explores additional structural or linguistical devices in both texts

Structure

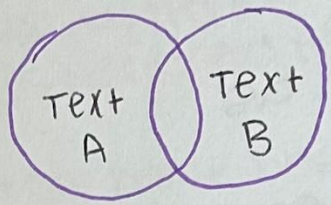


Mistakes to avoid ✗

1. Analysing ✗



comparing ✓



2. summarising the content of texts instead of comparing form, structure, language ✗
   → Analyse and then compare the form, structure & language ✓

3. commenting on form, structure & language without analysing effects ✗
   → Always focus on
   1. why the author made that particular choice
   2. Link particular devices to the whole text
   3. compare to other text ✓

4. Devoting more time and words to the original text than your own (repurposed) ✗
   → Give equal attention to both, comparing their form, structure & language, as if you weren't the writer ✓

Linking words:

Similarity:

- likewise
- similarly
- along similar lines
- also
- in the same way
- just as.. so too...
- as well as
- both
- have in common

contrast:

- in contrast
- on the other hand
- conversely
- unlike
- nevertheless
- however
- on the contrary
- whereas / while
- yet
- although / even though

Terminologies to include:

1. Lexis
2. Register
3. Polysyllabic/ monosyllabic lexis
4. Numerical figures
5. Asyndetic/ polysyndetic listing
6. Triad/triadic structure

- The writer uses lots of long words which makes the text seem intellectual
  → The frequent use of polysyllabic lexis adds to the formal register created

- A list with three facts in a row have been used to make the writer sound knowledgeable and shows how bad the situation is
  → By using numerical figures within an asyndetic list adds validity to the writers' voice, with the triadic structure also emphasising the impact on those involved

PQA = Point - Quote - Analysis

- PQA - verbs
  Allow: (us/the reader)
  - capture
  - cause
  - characterise
  - connect
  - connote
  - convey
  - create (a sense of)
  - Emphasize
  - Establish
  - Evoke
  - Highlight
  - Increase
  - make
  - reinforce
  - show
  - signal
  - suggest

sentence stems

- The extract begins with...
  At the beginning, the writer...
- The writer changes the focus...
  The focus is changed to...
  As the extract develops...
- At the end of the text...
  The ending reminds the reader...
- The writer also uses...
  The use of dialogue/repetition/punctuation/etc...

Language devices

- simile
- Adjective
- verb/adverb
- personal pronouns
- noun
- personification
- Metaphor
- anecdote (quotes)
- Emotive language
- Hyperbole
- colloquial language
- Direct address

Structural Devices

- The writer also uses the structural feature...
- The structural and language devices shown are both used to..

- Analepsis
- Prolepsis
- Repetition
- Foreshadowing
- Juxtaposition
- punctuation
- short/descriptive sentences
- perspective change
- syndetic listing
- semantic field
- order of events (structure)
- sentence types/functions

Sentence stems (effects)

This:

- shows
- emphasises
- suggests
- conveys
- portrays
- implies
- highlights
- infers
- displays
- reinforces
- hints
- demonstrates

Sentence stems (reader)

This makes the reader:

- ask themselves
- wonder
- question
- agree
- sympathise
- assume
- remember

This makes the reader feel ...

- shocked
- amused
- disgusted
- outraged
- melancholy (sad)
- confused
- frustrated
- emotional

Analepsis: a description of an event/scene from an earlier time, that interrupts a chronological narrative : a literary flashback

Prolepsis: a moment in a narrative in which the chronological order of events is disturbed as the narrator narrates future events out of turn

Foreshadowing: a literary device used by writers to provide hints or clues to the reader about what will happen later on in the text

Juxtaposition: putting two seperate concepts or objects next to each other - creating contrast that shows the difference or similarity between them

Syndetic listing: when a sentence contains a list connected by conjunctions (e.g. and, but, if, so)

Asyndetic listing: a listing connected with commas to seperate the items - with an 'and' or other conjunction before the last item

Semantic field: a technique used by writers to keep a certain image persistent in their readers' mind. A collection of words which are related to one another - through similar meanings, or a more abstract relation

Grammar - parts of speech

1. Nouns

A word that refers to a thing, person or place

Concrete Noun: things you can touch, see, smell, hear, or taste

Abstract Noun: things you cannot touch, see, smell, or hear (e.g. love, anger)

Proper Noun: refers to names of people, places, and organisations. Always begin with capital letter.

2. Pronouns

A word that stands in for a noun, often to avoid repetition of the same noun

subject pronouns: used as subject of a verb - the person/thing performing the action (e.g. I, you, he/she/it, we, you, they) before verb

object pronouns: used as the object of a verb or a preposition - the person/thing affected by action (e.g. me, you, him/her/it, us, you, them) after verb

Possessive determiner: determiners which express possession (e.g. my, your, his/her/its, our, their)

Possessive pronoun: a pronoun used to indicate ownership (e.g. mine, yours, his/hers, ours, yours, theirs)

Reflexive pronoun: refer back to a person or thing (e.g. myself, yourself, himself/herself/itself, ourselves, yourselves, themselves)

Relative pronoun: refer back to something previously mentioned in a sentence - placed close to word they refer to (e.g. who, whom, whose, which, that, what) Add extra information (non-defining clauses)

Demonstrative pronoun: e.g. this, that, these, those - deictic expression/deixis that points to the time, place, or situation in which a speaker is speaking

3. verbs

Main verbs: an action or 'doing' word
Auxillary verbs: helps the main verb (do, have, be, it)
Modal verbs: shows that something is certain or possible (e.g. can, could, would, may, might, will, must, may, shall, should, ought to)

English verb Tenses

Present:

Present simple: Now
Present continuous: Now & also continuing in present
Present perfect: started in the past up to present
Present perfect continuous: started in past & is or may be continuing in present

Past:

past simple: past, completed
Past continuous: past, but happening in 'now' of narration (e.g. was living, was going)
past perfect: past, already happened, 'then' of narration (e.g. had lived, had gone)
past perfect continuous: past, may/could be continuing (e.g. had been)

Future:

Future simple: future, indicating point in time in future when this will happen (e.g. will live)
Future continuous: Future, specifying a point in time when action will start & continue (e.g. will be)
Future perfect: future, future action likely to happen before other action (e.g. will have)
Future perfect continuous: future, future action has already happened & is/may be continuing (e.g. will have been)

4. Adjectives

Adjectives describe nouns

Adjective suffixes

- -able (washable)
- -al (musical)
- -ed (ragged)
- -esque (romanesque)
- -ful (hopeful)
- -ic (heroic)
- -ish (foolish)
- -ive (effective)
- -less (restless)
- -like (childlike)
- -ly (friendly)
- -ous (desirous)
- -some (bothersome)
- -worthy (praiseworthy)
- -y (sandy)

5. Adverbs

An adverb describes a verb (most end with -ly)

May come before or after verb

(e.g. calmly, beautifully)

6. Prepositions

comes before or after a noun/pronoun - usually expresses its position, place & time in connection with words in sentence

(e.g. through, between, behind, down, opposite, during, since)

7. conjunctions

Linking words like and, or, but, then and because

common conjunctions:

- after
- as long as
- how
- since
- until
- whether
- whom
- unless
- where
- although
- as soon as
- if
- so that
- till
- while
- whose
- in order that
- whereas
- as
- because
- than
- when
- why
- which
- as if
- before
- who

Sentences and Functions

Declarative: makes a statement
(e.g. a tree grew in the playground)

Interrogative: asks a question
(e.g. is that a tree in the playground?

Imperative: directs or commands
(e.g. look at that tree in the playground)

Exclamatory: expresses emotion
(e.g. no way will I climb that tree!)

Simple sentences

Have one main clause
~ creates tension, haste, urgency, declarative

Compound sentences

Have two or more main clauses (with a connective)
~ written like we speak, compare things, show cause & effect, similar thoughts or related topics

Complex sentences

Have one or more main clauses & one or more subordinate clauses
~ add extra detail & info

Compound-complex sentences

Ethos, Pathos and Logos

Ethos, pathos and logos are methods of persuasion known as appeals.

They are commonly used by advertisers, politicians, writers and everyday people to present more convincing arguments.

Ethos

An appeal to ethics that relies on expertise, credibility or forms of pedigree

As a dentist, I see this problem a lot and always recommend toothpaste for sensitive teeth.

He's been a leading paleontologist for over 20 years, so he knows his way around some dinosaur fossils.

Pathos

An appeal to the audience's emotions

We would be so much happier if we adopted this sweet puppy.

If you don't come for Thanksgiving, your grandmother would be heartbroken

Logos

An appeal to logic that often depends on facts, figures and rationale

Studies show that people who eat chocolate are 72% happier than people who don't, so we should eat chocolate for every meal.

You should do your homework to learn the lesson and boost your grades

Structural features

1. **Openings**: start of a text must interest reader - comment on how the writer introduces ideas & raises concerns

2. **Focus**: what the writer focuses on as the text develops - analyse what is implied
   e.g. a gloomy landscape implies an unhappy situation - what is causing that unhappiness? what will happen next?

3. **Shifts**: changes in ideas & perspectives - comment on how this change is effective
   e.g. creates contrast

4. **Contrast**: the difference between two things - comment on the effect a drastic difference produces

5. **Repetition / patterns**: when words, phrases or ideas are repeated for effect - repetitive features can highlight key meanings, indicate a development, or show a lack of change

6. **Pace**: the feeling of speed in the writing - are events & ideas revealed slowly or quickly - ask what effect is created by altering the pace
   e.g. a slow pace builds tension / suggests boredom
   a quicker pace may suit a piece about things happening at speed

7. **Temporal references**: references to time - comment on how time is used to speed up / slow down the pace of the text

8. **Order of events**: could be chronological or writers may choose to start at end / middle, or with flashbacks / flashforwards - comment on how the order of events prioritises key ideas - & how this engages the reader

9. Endings: the conclusion of a text may be neat or leave us with questions - think how the reader feels at the end. Have their feelings changed since the opening?

10. Withholding info: clues and hints are given without revealing everything at once (foreshadowing) - analyse what is implied by hints - how does this build the reader's expectations

11. Dialogue: conversations & speech - how does the dialogue move the text forward?

12. Headings, subheadings & questions: divides the content of texts into topics & sub topics, can signal the start of new points - how do they guide the readers through the text?

13. Bullets: can summarise & simplify a range of ideas - why does the writer summarise certain points?

14. Sentence structures: varied types of sentences (simple, compound, complex) - comment how sentence structure affect the fluency of text

15. Paragraph lengths: vary like sentences

Step by step format:

Remember PQC

Intro:
The genre of the text is a _____ whose target audience is likely to be those who are interested in _____ on the subject. This type of text would normally open with _____ and in this case we can see the extract does exactly that and begins with_____. This allows the reader to understand _____

One purpose of the text is to _____, and the way in which the writer achieves this is to _____.

Another purpose of the text is to entertain which is again consistent with the genre. [Or..... interestingly this is not what you would expect with this type of writing/genre.....] The writer uses a relaxed register [or a formal style] and _____

Middle:
The short paragraphs of the overall text allow the audience to _____ This is helpful because_____

The short paragraphs of the overall text emphasise the overall mood of the text, that of _____ [move into a discussion on mood and the other literary devices, language the author uses to convey this mood]

The writer has used a variety of sentence structures and tenses throughout the text. The long complex and compound sentences are used to convey _____ The writer then contrasts this with short, declarative/imperative statements _____ [as if to wake the reader up, to allow the reader to process the information, with the purpose of directing the reader's attention to the next argument etc etc]

The extract uses the metaphor [alliteration, onomatopoeia, simile]
"_____" to _____. This has the effect of _____. This theme is continued throughout the text with the use of other literary devices such as _____ to show _____.

Conclusion:

Any other points you wish to make.

If you have not discussed mood or tone, do so here:

The overall atmosphere/tone/mood of the extract is _____, the author achieves this effect by using _____.

If you have not discussed imagery do so here:

The author uses personification/metaphors/simile to _____

The use of repetition is a common feature of political speeches and in this case, we see it used to profound effect. The author's repetition of the phrase _____ allows the audience to _____

Did you notice any contradictions? The use of irony in the title? You could use this to end your essay.
How does the extract start and finish, is this relevant to the purpose?

The extract opens with a title that pulls the reader into the discussion about _____, and it ends with a rhetorical question that results in the reader questioning the argument.....